

# Cookbook of Activities for Driver Education

## MT CURRICULUM GUIDE

M 17

Objective: Demonstrate how easily the steering wheel can be moved if the driver is distracted

### INGREDIENTS

- Pencil
- Golf ball
- Golf tee
- Tennis ball
- Tape
- Sheet of paper

#### Optional:

- Cell phone
- Bottle of pop or water
- Newspaper or map

Use impairment goggles to add another dimension to this activity!

### INSTRUCTIONS

- Tape the golf tee to the eraser end of the pencil.
- Make a small dot in the center of the sheet of paper.
- Place the paper on a student's desktop.
- Ask the student to use their left hand to hold the pencil perpendicular to the paper with the pencil point on the dot.
- Place the golf ball on the tee that is taped to the pencil and instruct the student to keep the ball on the tee.
- Place the tennis ball on the floor touching the front of the student's right shoe.
- Direct the student to pick up the tennis ball. Point out the movement of the pencil and the golf ball.
- Re-set the pencil and golf ball and place the tennis ball further away from the student's shoe.
- Again, direct the student to pick up the tennis ball.
- Roll the ball from left to right under the chair and have the student stop the ball.
- Repeat this demonstration with several students.
- Explain:  
The movement of the pencil, along with the golf ball falling off the tee, represents unintentional movement of the steering wheel. Point out that at 60 mph, each inch of the pencil movement would represent one lane change per second. If the pencil moves three inches, the vehicle is three lanes over in one second!

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M 17

Objective: How divided attention can be learned if practiced

### INGREDIENTS

Six balls of different sizes (beach ball, tennis ball, basketball)

Apples

### INSTRUCTIONS

- Ask student(s) to try to juggle one ball, then two balls, then three balls to indicate the problems of developing divided-attention tasks.
- After being successful at two or three, ask the student(s) to juggle two balls of different sizes (beach ball/basketball in one hand and a softball in another hand), then try to switch them back and forth from hand to hand.
- Ask each participant to add an apple to the mix of the two balls trying to juggle the mix of objects.
- This will clearly demonstrate that dividing attention is a learned task and not one that is inherited or intuitive.
- If time permits have several students try to perform the juggling activity and compare their abilities to indicate the wide variety of divided-attention levels in the group.